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ABSTRACT

Guidelines for sex-fair vocational education materials are presented based on the following criteria: a fifty-fifty balance of males and females in any material, sex neutral or sex-fair language, specific mention of issues involved in nontraditional career choices for males and females, and sex-fair occupational descriptions that accurately reflect performance requirements. The main body of the booklet is divided into six parts dealing with language, occupational and social roles, omissions, physical appearance, audio materials, and visual materials. Each part identifies issues, gives examples of sex-biased and sex-fair usage, and gives guidelines for sex-fair usage. Appended are (1) a checklist for evaluating the sex bias of vocational education material (containing questions that relate to the six parts of the main body of the booklet) and (2) guidelines for the creative use of biased materials in a non-biased way. These guidelines present ways of calling attention to such problems as sex-biased language, stereotypic roles, or sex-biased illustrations. (BB)

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Guidelines for Sex-Fair Vocational Education Materials

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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TITLE PAGE

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Foreword

The issues of sex-role stereotyping, sex bias and sex discrimination are major concerns which affect career preparation and employment, especially for women. The effective use of printed materials will serve to ensure sex-fair educational practices and materials.

The Bureau of Occupational and Adult Education has developed these guidelines under contract with Women on Words and Images for the purpose of helping to achieve the objective of sex-fair educational opportunities for all. These suggested guidelines should be useful when developing materials and also as a checklist for evaluating existing materials in terms of sexism. Because we cannot realistically expect schools or other organizations to immediately discard all biased texts and materials, a guide has been developed to facilitate the creative use of biased materials in a non-biased way.

It is hoped that these products will serve many people, such as vocational education administrators, researchers, and particularly teachers, counselors and students considering career options, as well as producers of materials. The resulting sex-fair materials will encourage and support the movement of females and males into non-traditional areas of work.

A word of appreciation should go to those people responsible for the completion of these guidelines. The recognition of the need for such a product by Dr. LeRoy A. Cornelsen, Director of Planning, and the contract monitoring by Deborah Ashford, Special Advisor on Women's Issues and Barbara Mroz of the Planning Office, have resulted in this timely publication. Special acknowledgment is given to the responsiveness and expertise of the contractor and her associates.

Charles H. Buzzell
Acting Deputy Commissioner for
Occupational and Adult Education

Preface

A major focus of the Bureau of Occupational and Adult Education, U.S. Office of Education has been Vocational Education. In recent years, as woman's role in society has changed, a need has developed for a revision of purpose and emphasis in existing Vocational education programs. One goal of the Bureau of Occupational and Adult Education has been to assist in these changes.

In conjunction with this goal the Bureau contracted with Women on Words & Images to prepare guidelines; to ensure freedom from sex discrimination in the development of any materials resulting from Bureau funding; to provide a checklist for evaluation of sexism in materials developed; to serve as a guide for the creative use of any existing sexist materials.

Acknowledgments go to many who helped Women on Words and Images in the preparation of these guidelines, with special thanks to the guideline reviewers, to the artist, Susan Kittredge and to our Consultant, Corinne Kyle.

We are also grateful to LeRoy A. Cornelsen, Director of Planning, Deborah Ashford, Special Advisor on Women's Issues and Barbara Mroz, Project Monitor.

Women on Words & Images
Princeton, New Jersey

Introduction

Within the educational amendments of 1972 a law, Title IX, was enacted to prohibit sex discrimination . . . "under any education program or activity receiving federal financial assistance."

Most educators remained relatively unaware of the implications of Title IX until the release of the implementing regulations in June 1975 when they received the proposed rules to carry out the mandates of this law.

There exists extensive documentation of the pervasiveness of sex discrimination and sex stereotyping in educational institutions. Sex-biased curricular materials help perpetuate this situation. In a study of 144 elementary readers, Women on Words and Images found a 5-2 male-female imbalance in both story content and illustrations. Jennifer McLeod's study of 8 secondary school social studies textbooks mentioned 1,103 different men but only 33 different women. A report by Matthews and McCune found "Vocational Education . . . is one of the most sex segregated of all education programs . . . Females predominate in those programs providing preparation for the lower-paying occupations." Discriminatory admissions policies and counseling, which result in part from biased social and cultural values, serve to maintain the status quo.

In October 1976, Congress enacted Public Law 94-482, "The Education Amendments of 1976." Title II of this Act deals with Vocational Education, emphasizing the development and conduct of programs designed to overcome sex bias and sex role stereotyping in all vocational occupations.

There are no specific mandates for curriculum, but sex-fair materials will support the intent of the Act in significant ways. Section 131 permits use of funds under Program Improvement and Supportive Services for "improved curriculum materials for presently funded programs in vocational education as well as new curriculum materials for new and emerging occupations . . . to insure that such curricula do not reflect stereotypes based on sex, race, or national origin." The resultant supportive, nonbiased materials will encourage students to explore their own potential. A complete transition to sex-fair materials and practices will undoubtedly require a period of adjustment, accompanied by enlightened attitudes and behaviors. These guidelines are an attempt to raise the awareness level of students, teachers and administrators.

Even prior to the passage of these Amendments, the Bureau of Occupational and Adult Education was concerned with limitations placed on students resulting from sex bias and sex-role stereotyping in vocational education programs. Through the efforts of Dr. LeRoy A. Cornelsen and Ms.

Deborah Ashford, this project has come to fruition.

The sample studied was drawn from commercially produced materials as well as Office of Education funded materials published after 1972. These materials, which included texts, tapes, filmstrips and charts, were secured from the Bureau of Occupational and Adult Education and various State Departments of Vocational Education. They represent 14 of 15 occupational clusters identified by the U.S. Office of Education. The Marine Science cluster was not included because materials were not available. The issues, quotes, and guidelines reported herein emerged from an analysis of 56 vocational education materials.

The guidelines for sex-fair materials were prepared with these criteria in mind:

1. 50-50 balance of males and females in any material;
2. Sex neutral or sex-fair language;
3. Specific mention of issues involved in nontraditional career choices for males and females;
4. Sex-fair occupational descriptions that accurately reflect performance required.

Although designed primarily for use by the vocational education community, it is hoped these guidelines will serve all educators. Following the guidelines, you will find a checklist for evaluating sex bias in your materials. A reading of the checklist is valuable for increasing awareness of sexism in materials; however, all sections may not be applicable to your needs and therefore may be omitted from the review process. The guidelines for creative use of biased materials will serve particularly to raise the awareness level of teachers, teacher trainers and students.

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Language

Sexism may be defined as words or actions that arbitrarily assign roles or characteristics to people on the basis of sex. Eliminating sexist language will not eliminate sexist conduct, but as the language is liberated from sexist usages and assumptions, women and men will begin to share more equal, active, caring roles. *

In the first section of these guidelines, examples are presented illustrating sexist stereotypes. Specific substitute terms are suggested supporting sex-fair language.

*National Council of Teachers of English. *Guidelines for Nonsexist Use of Language in NCTE Publications.* Copies available from NCTE, 1111 Kenyon Road, Urbana, Illinois 61801 (1-15 copies free)

Language

Issue

Use of gender words to describe an occupation or position assumes that an occupation is best suited to that sex.

Sex Biased	Sex Fair
salesman	salesperson
chairman	chairperson
sculptress, poetess, authoress	sculptor, poet, author
mailman	lettercarrier or postal worker
housewife	homemaker, home maintenance worker
middleman	intermediary, liaison
coed	student
businessman	business person
newsman	newscaster
fireman, repairman, lineman	firefighter, plumber, electrician, line installer
clergyman	clergy member
foreman	supervisor
workman	worker
cameraman	camera technician

Guideline

Use a neutral term when describing an occupation rather than a sex-specific term. The U.S. Department of Labor has rephrased occupational titles to eliminate sex bias. *

**Dictionary of Occupational Titles: Job Title Revisions to Eliminate Sex and Age Referrant Language.* 1975, Superintendent of Documents, Government Printing Office, Washington, D.C. 20402. (Cost – $4.50)

Issue

Generic usage of the words *man, men, sir,* may imply that only males take part in these activities.

Sex Biased	Sex Fair
Dear Sir –	Dear Sir or Madam
Gentlemen	Colleagues, To Whom It May Concern, People
A man in business has to . . .	A person in business has to . . .
Food is one of man's basic needs.	Food is one of the basic needs of life.
A man-sized job	A big job

Guideline

Use a neutral term that includes both sexes. The universal male term perpetuates sex bias.

Issue

Consistent placement of the male referent before the female referent implies greater importance to the male.

Sex Biased	Sex Fair
he/she	human beings
men and women	people
males and females	both sexes
husband and wife	spouses

Guideline

Editorial policy should include a plan for using inclusive terms or for alternating order of gender referents.

Issue

Sex fairness requires the writer to abandon conventional usage of the generic *he*. Women are excluded by this practice. Similarly, men are excluded when *she* is introduced after the mention of certain occupations.

Sex Biased	Sex Fair
If an individual wants steady employment, however, he should be capable of operating several types of machines and construction equipment.	If an individual wants steady employment, however she or he should be capable of operating several types of machines and construction equipment. —or— To seek steady employment, an individual should be capable of . . .
Usually there is room only for one file cabinet in the secretary's office or near her desk.	Usually there is room for only one file cabinet in the secretary's office or near the desk.
How early does the conductor arrive before the departure of his train?	How early does the conductor arrive before the departure of the train? —or— How early does the conductor, Mr. Jones, arrive before the departure of his train?

Guideline

Use sex-neutral or sex-fair language.

Issue

Men are usually shown in leadership roles. Often this is caused in part by the use of the generic *he*.

Sex Biased	Sex Fair
The executive dictates his thoughts.	The executive dictates his or her thoughts. —or— Executives dictate their own thoughts.
Further, the professional men, businessmen, and tradesmen add expertise through their cooperative participation in work-experience education at no cost to the school district.	Further, the professionals, business executives, and tradespeople add expertise through their cooperative participation in work-experience education at no cost to the school district.

Guideline

Include women and men equally in leadership roles.

Issue

Often in materials non-parallel construction is used. Sometimes males are referred to by their last names and women by their first names. Protocol of subordinate dominant relationships perpetuates this imbalance since women are too often in the subordinate role.

Sex Biased	Sex Fair
During the interview the administrator, Mr. Dunn, told Linda (the job applicant) about the child welfare agency. Mr. Dunn asked Linda to attend a staff meeting with him.	During the interview the administrator, Mr. Dunn, told Ms. Simpson about the child welfare agency. —or— During the interview the administrator, Larry Dunn, told Linda Simpson about the child welfare agency.
Today we have two prominent speakers: Dr. Ed Brown and Joan White, who also holds a Ph.D.	Today we have two prominent speakers: Dr. Edward Brown and Dr. Joan White.
Men and ladies	Men and women, or ladies and gentlemen

Guideline

Men and women should be referred to in a consistent way.

Issue Women often are addressed as possessions of men.

Sex Biased	Sex Fair
A married woman usually is addressed by her husband's name, as Mrs. John Brown.	A married woman should be addressed by her own name, as Ms. Jennifer Brown.
John Smith and his wife, Jane, or the rare example, Jane Smith and her husband, John.	John and Jane Smith or Jane and John Smith
man and wife	wife and husband —or— husband and wife

Guideline Women should be referred to as having their own identity, in the same way that men are.

Issue

Adult women are referred to as girls and ladies. These terms are inappropriate.

Sex Biased	Sex Fair
Rosalind Bennett and two other girls work in the order department of . . .	Rosalind Bennett and two other women work in the order department of . . .
Both ladies made contributions to the . . .	Both women made contributions to the . . .
I'll have my girl type this.	I'll have my secretary type this.

Guideline

Use the word *woman* or *female* for adult women the same way *man* and *male* are used for adult men.

Issue

A publication may use sex-fair language initially, then lapse into use of generic *he*. Some materials will use completely sex-fair language but illustrations will show only one sex, or have sexist images.

Sex Biased	Sex Fair
If he, or she, has a knack for persuading people, he could be in advertising or public relations for companies in the chemical, aerospace, utilities, electronics or other technical industries.	If he, or she, has a knack for persuading people, advertising or public relations for companies in the chemical, aerospace, utilities, electronics, or other technical industries might be an appropriate choice.
He or she who gets hired is not necessarily the one who can do that job best, but the one who knows the most about how to get hired.	
. . . Elsewhere in this book: *You must identify the man who has the power to hire you and show him your skills can help him with his problems.*	*. . . to be consistent:* You must identify the person who has the power to hire you and show him or her how your skills can help with problems.

Guideline

Sex-fair language must be consistent throughout the material in order to successfully provide options for both sexes.

A Checklist for Evaluating Materials

Language

- Is the generic **he** used to include both males and females when sex is unspecified (e.g., the carpenter . . . he . . .)?
- Is the generic **she** used where the antecedent is stereotypically female (e.g., the housekeeper . . . she . . .)?
- Is a universal male term used when the word is meant to include both sexes (e.g., mankind, forefathers)?
- When referring to both sexes, does the male term consistently precede the female (e.g., he and she, the boys and girls)?
- Are occupational titles used with -man as the suffix (e.g., chairman, businessman)?
- When a woman or man holds a non-traditional job, is there unnecessary focus on the person's sex? (e.g., the woman doctor, the male nurse)?
- Are non-parallel terms used in referring to males and females (e.g., Dr. Jones and his secretary, Ellen; Senator Kennedy and Mrs. Ghandi)?
- Are the words "women" and "female" replaced by pejorative or demeaning synonyms (e.g., girls, fair sex, chicks, ladies)?
- Are women described in terms of their appearance or marital and family status while men are described in terms of accomplishments or titles (e.g., Senator Kennedy and Golda Meir, mother of two)?
- Are women presented as either dependent on, or subordinate to, men (e.g., John took his wife on a trip and let her play bingo)?
- Does a material use sex-fair language initially and then slip into the use of the generic **he** (e.g., A worker may have union dues deducted from his pay)?
- Is the issue of sexual equality diminished by lumping the problems of women, 51% of the population, with those of minorities (e.g., equal attention will be given to the rights of the handicapped, blacks and women)?

ROLES occupational/social

Issue

Certain jobs are associated with women (nurses, secretaries) and other jobs with men (plumbers, architects, construction workers).

Sex Biased	Sex Fair
Dental hygienists, the girls in white . . . earn approximately $8,000.	Dental hygienists earn approximately $8,000.
The key to the medical assistant's successful career is of course her dealing with the doctor's patients. How she talks to them, attends to their requests, and handles her personal relationships with them will affect the entire atmosphere in the office.	The key to a medical assistant's successful career is of course how he or she deals with the doctor's patients. How the person talks to them, attends to their requests, and handles personal relationships with them will affect the entire atmosphere in the office.
While he is working, the welder must follow strict safety regulations.	While on the job, the welder must follow strict safety regulations.

Guideline

Sex fairness requires that all occupations be presented as possible options for both females and males.

Issue

Character and emotional traits are shown as sex-linked. Males are portrayed as competent in leadership roles, emotionally insensitive and physically strong. Women are omitted from leadership roles, portrayed as inept, overly sensitive and having a preference for detail.

Example	Explanation
Gruffness, brusqueness, snapping remarks are all resented more deeply by women than are long hours and low pay. (advice to an executive)	Female and males alike would resent all forms of such treatment.
George, in his role of shop foreman, was nasty and gruff. "You think we are paying you to sleep all morning?"	The stereotypes of a nasty, gruff foreman and an incompetent female manager reflect stereotyped cultural attitudes.
Ellen as an office manager just couldn't cope. Finally, in tears, she went to the vice president and asked to be relieved of her responsibilities as office manager.	
The job of stock control is one that requires close attention to detail – something that many men do not like. For this reason some nurseries use women on their stock records.	Assumptions in this situation are made on the basis of sex rather than individual preferences, strengths or weaknesses.

Guideline

Both males and females should be portrayed as displaying the full range of human traits.

Issue

Home and family responsibilities are linked to the female sex. Only women are cautioned against jobs requiring travel or overtime, or jobs that will make it difficult to stay home with sick children. Men are not advised to assess certain careers that could interfere with home responsibilities. The materials reviewed assume that men will enter the work force upon completion of their education. They are urged to find jobs that will bring them satisfaction and to work hard so they will advance.

Examples

A career in pharmacy or training in this field for a woman is never wasted if it helps her develop a strong and healthy marriage. After all, a wife and mother — without exception — has a primary responsibility to her husband and children.

What kinds of work situations are most compatible to women with homemaking and child-raising responsibilities?

Students will identify at least three factors in the home that affect a mother's ability to work and at least three aspects of jobs that affect her ability to function as a mother/homemaker.

Guideline

Both men and women should be encouraged to discover what types of work they enjoy doing and to obtain necessary skills to achieve success. If family considerations are discussed, these should be addressed to both sexes.

Issue

Women and men are assigned traditional roles; e.g., male as breadwinner, woman as caretaker of home and children. This practice restricts the range of choices students may perceive in a world of changing roles.

Examples

If he (the owner of the garden center) is married, his wife can tend the store and keep books while he does the heavier outside work.

For example, the mother or an older sister who works might spend the night at the Demitri home with a younger baby sitter.

Most farmers expect supper whenever they come home. A lot of wives complain about this but it's a way that we live. Supper is when you get home.

Guideline

Work within the family should not be narrowly assumed to be either masculine or feminine. People are able to do a variety of tasks and are knowledgeable about a variety of subjects. Avoid the exclusive portrayal of the two-parent nuclear family, with father as wage earner and mother at home.

Issue

Family relationships irrelevant to the job are sometimes included.

Examples

In the case of a married woman, the husband's first name and his business address should be asked for.

Jane Dawson, wife of Bob Dawson, ran the union meeting.

In general, I believe, it's safe to say that nursery men are good family men: religious, fun-loving, respected citizens, and often leaders in their communities. A man who truly loves trees cannot be bad at heart.

Guideline

Omit extraneous family references. If the relationship is relevant, include it for men as well as women.

A Checklist for Evaluating Materials

ROLES occupational/social

- Are all occupations presented as appropriate to qualified persons of either sex?
- Are certain jobs automatically associated with women and others associated with men (e.g., practical nurse, secretary – female; construction worker, plumber – male)?
- Are housekeeping and family responsibilities still a prime consideration for females in choosing and maintaining a career (e.g., flexible hours, proximity to home)?
- Is the wife presented as needing permission from her husband in order to work (e.g., higher income tax bracket)?
- Is it assumed that the boss, executive, professional, etc., will be male and the assistant, helpmate, "gal friday" will be female?
- In addition to professional responsibilities, is it assumed that women will also have housekeeping tasks at their place of business (e.g., in an assembly plant with workers of both sexes, the females make the coffee)?
- Is tokenism apparent, in an occasional reference to women or men in non-traditional jobs, while the greatest proportion of the material remains job stereotyped (e.g., one female plumber, one black woman electrician)?
- Are men and women portrayed as having sex-linked personality traits that influence their working abilities (e.g., the brusque foreman, the female bookkeeper's loving attention to detail)?

ROLES occupational/social

- Are women and men assigned the traditional roles of male as breadwinner and female as caretaker of home and children?
- Is a woman's marital status stated when it is irrelevant and when the same information about the man is not available (e.g., Mr. Clark and Mrs. Brown were co-workers)?
- In a family where both adults work is it assumed that females are responsible for indoor housekeeping chores and males are responsible for outdoor lawn and car chores?
- If a couple work together in a business is it assumed that she will assist him (e.g., Mary does bookkeeping and secretarial chores while Dan decides policy and attends to any heavy work)?
- Is information included about family relationships which is not relevant to the task (e.g., Jane Dawson, mother of four, is the new supervisor)?
- Has the writer overlooked opportunities to present equality in occupational or social roles?

OMISSIONS

Issue

Many vocational education materials are sex biased as a result of significant omissions. Consequently students are denied adequate information on which to base their career choices.

Examples

The movement of females into non-traditional fields is occasionally mentioned in a token way without adequate discussion of historical or contemporary discriminatory practices.

Movement of males into fields traditionally dominated by women is all but ignored.

Guideline

Adequate discussion concerning non-traditional career choices must be included for males and females.

OMISSIONS – historical roles

Issue

Achievements of women often are omitted in historical or biographical material.

Sex Biased	Sex Fair
Jean Piaget's theories of child development have influenced education today.	Jean Piaget and Maria Montessori are among those whose contributions to child development have influenced education today.

Guideline

When giving biographical references, it is essential to research the field for examples of female contributions.

A Checklist for Evaluating Materials

OMISSIONS

- Does the text deal with the increasing movement of both men and women into non-traditional occupations?
- In historical and biographical references are women adequately acknowledged for their achievements?
- Are quotes and anecdotes from women in history and from important living women used as frequently as those from men?
- Is there acknowledgement of the limitations placed on women in the past (e.g., Women couldn't attach their names to literature, music, inventions, etc.)?
- Are women identified by their husband's names (e.g., Mme. Pierre Curie, Mrs. F. D. Roosevelt)?
- When a historical sexist situation is cited, is it qualified when appropriate as past history no longer accepted?

Physical Appearance

Issue

Basic grooming advice for women and men appears in some vocational education materials. However, female workers are too often portrayed as decorative objects and urged to "heighten" their physical assets beyond the essentials of good grooming.

Example

A smart secretary will dress to please her boss.

Good posture, attractive glasses, manicured hands, smooth arms and legs, proper girdles to firm buttocks — all enhance the physical qualities we have inherited. The secretary who does not make the most of her physical attributes is not doing herself justice.

Another familiar person on the medical scene is the dental hygienist, the girl in white with the flashing T.V. smile.

Guideline

Physical description irrelevant to the performance of the job should be omitted.

A Checklist for Evaluating Materials

Physical Appearance

- Are females described in terms of their physical appearance, and men in terms of accomplishment or character?
- Is grooming advice focused only on females and presented as a factor in being hired (e.g., advice to secretaries — *proper girdles to firm buttocks*)?
- Is a smiling face considered advisable only for a woman in many occupations?
- Are only men presented or described in terms of accomplishment or character rather than appearance?
- Are only men presented as rarely concerned with clothing and hairstyle?
- Are men shown as taller and more vigorous, women as smaller and more fragile?
- Are women presented as more adroit with a typewriter than a saw?
- Are men presented as dextrous and at ease with tools and machines and baffled when confronted with a filing cabinet?

Audio Materials

Issue

Most audio material is narrated by a male voice. This practice reinforces the stereotype of the male as primary authority. Occasionally, a female voice is used for stereotyped occupations as nursing, child care, as well as the subject of sex role stereotyping.

Guideline

Include female as well as male voices equally in the full range of vocational education narrative materials.

A balanced audio narrative uses both female and male voices throughout full range of situations and occupational tasks.

VISUAL MATERIALS

Unequal Graphic Representations of Persons

Issue

Frequently only the attractive and preferred body types are represented with males far exceeding females.

Sex Biased

In this illustration males outnumber and overshadow females.

Sex Fair

This illustration includes a variety of racial and body types and is sex equal.

Guideline

In every publication there should be an equal number of males and females represented. Any composite or group image should be sex fair and display a full range of body types, ages and ethnic groups.

Inconsistency and Omission

Issue

Frequently when the text is non-sexist including both sexes in equal and various roles, the graphics will be biased.

Sex Biased

Males are excluded from the illustration of a typing pool yet are mentioned in text.

Sex Fair

This illustration should be included in a sex-fair text.

Sex Biased

This scene is all male except for the secretary, "all female"! Women are rarely presented in leadership roles.

Sex Fair

This illustration of a Union meeting shows both sexes participating equally.

Guideline

Graphics and text should be consistently sex-fair and include equal options for both sexes in content and illustrations.

Stereotyped Illustrations of Roles

Issue

Certain occupations are assumed to be for males or females. Rarely are they depicted for both sexes. It is assumed in most illustrations that a garage mechanic will be a male and a practical nurse will be a female.

Sex Biased

It is assumed here that a welder is male.

Sex Fair

The only qualification for an auto mechanic should be competence.

Sex Biased

Again the cleaning person is a smiling female and the carpenter, police officer and fire fighter are male. The unequal representation also reinforces the traditional view of the job world.

Sex Fair

Men are not excluded from the secretarial pool.

Stereotyped Illustrations of Roles

Issue

Family roles parallel occupational roles with mother caring for the children while father earns the money.

Sex Biased

Traditional role assignments should not be shown exclusively.

Sex Fair

No role is automatically assigned.

Guideline

There should be an equal distribution of sexes in both traditional and non-traditional jobs as well as in family and social roles.

Stereotyped Role Rehearsal for Children

Issue

When illustrating role rehearsal, children are shown imitating their parents in stereotyped ways, assigning sexist behavior and aspirations to each sex.

Sex Biased

Sex Fair

Guideline

Children must be shown imitating adults with free option to select traditional and non-traditional roles, in daily living, in chores or at play.

Issue

Women are commonly illustrated as sex objects with big bosoms and short skirts, as the cliche "dumb broad" or child-woman. Men, by contrast, are drawn as more serious, important or active persons even when caricatured.

Sex Biased

Sex Fair

Exaggeration doesn't have to be stereotyped.

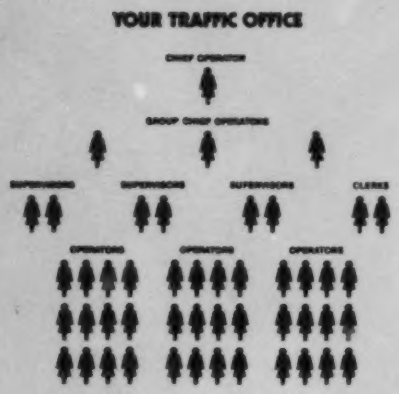
Guideline

Avoid stereotyped belittlement of women or men. Men and women are sexual beings and serious beings. Caricatures are amusing and instructive, but the artist should avoid using stereotypes.

Issue

Biased graphics often include stereotyped stick figures, predominantly male background figures or neuter persons that avoid making a necessary statement.

Sex Biased



Sex Fair

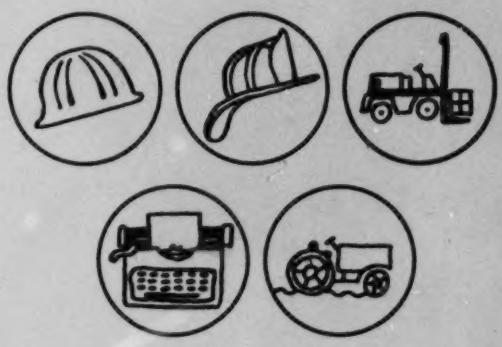
Symbols should be used presenting any occupation as suitable for both sexes.

Sex Biased

These are some of the symbols currently used by the U.S. Office of Education to represent various occupational clusters. The symbols present a sexist view of certain occupations.

Sex Fair

These symbols eliminate the sex bias.



Guideline

Avoid stereotyping in graphs and charts. Background figures should include a mixture of sexes and neuter drawings should be avoided when a statement of sex is demanded.

A Checklist for Evaluating Materials

Audio/Visual Materials

- Are male voices used consistently to narrate audio material?
- Are female voices used only when dealing with traditional female occupations, such as child care?
- Do illustrations of males outnumber those of females?
- Do the illustrations represent mainly young, attractive and preferred-body types both in composite pictures as well as in the body of the material?
- Is the text inconsistent with the illustrations (e.g., a sex-fair text illustrated with sexist graphics)?
- Are the illustrations stereotyped (e.g., male mechanics and female teacher aides)?
- Are women shown caring for the home and children while men earn the income?
- When children are illustrated in role rehearsal, are their behaviors and aspirations stereotyped?
- Are women and men commonly drawn in stereotyped body postures and sizes with females shown as consistently smaller, overshadowed, or shown as background figures?
- Does the artist use pastel colors and fuzzy line definition when illustrating females and strong colors and bold lines for males?
- Are women frequently illustrated as the cliché dumb broad or child-woman?
- Are graphs and charts biased, using stereotyped stick figures?
- Are genderless drawings used in order to avoid making a statement or to appear to be sex-fair?
- Are bosses, executives and leaders pictured as males?
- Is only an occasional token woman pictured as a leader or in a nonstereotyped role?
- Has the illustrator missed opportunities to present sex-fair images?

A Checklist for Evaluating Materials

TITLE PAGE

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A CHECKLIST FOR EVALUATING MATERIALS

LANGUAGE

- Is the generic **he** used to include both males and females when sex is unspecified (e.g., the carpenter . . . he . . .)?
- Is the generic **she** used where the antecedent is stereotypically female (e.g., the housekeeper . . . she . . .)?
- Is a universal male term used when the word is meant to include both sexes (e.g., mankind, forefathers)?
- When referring to both sexes, does the male term consistently precede the female (e.g., he and she, the boys and girls)?
- Are occupational titles used with -man as the suffix (e.g., chairman, businessman)?
- When a woman or man holds a non-traditional job, is there unnecessary focus on the person's sex? (e.g., the woman doctor, the male nurse)?
- Are non-parallel terms used in referring to males and females (e.g., Dr. Jones and his secretary, Ellen; Senator Kennedy and Mrs. Ghandi)?
- Are the words "women" and "female" replaced by pejorative or demeaning synonyms (e.g., girls, fair sex, chicks, ladies)?
- Are women described in terms of their appearance or marital and family status while men are described in terms of accomplishments or titles (e.g., Senator Kennedy and Golda Meir, mother of two)?
- Are women presented as either dependent on, or subordinate to, men (e.g., John took his wife on a trip and let her play bingo)?
- Does a material use sex-fair language initially and then slip into the use of the generic he (e.g., A worker may have union dues deducted from his pay)?
- Is the issue of sexual equality diminished by lumping the problems of women, 51% of the population, with those of minorities (e.g., equal attention will be given to the rights of the handicapped, blacks and women)?

ROLES
occupational/social

- Are all occupations presented as appropriate to qualified persons of either sex?
- Are certain jobs automatically associated with women and others associated with men (e.g., practical nurse, secretary – female; construction worker, plumber – male)?
- Are housekeeping and family responsibilities still a prime consideration for females in choosing and maintaining a career (e.g., flexible hours, proximity to home)?
- Is the wife presented as needing permission from her husband in order to work (e.g., higher income tax bracket)?
- Is it assumed that the boss, executive, professional, etc., will be male and the assistant, helpmate, "gal Friday" will be female?
- In addition to professional responsibilities, is it assumed that women will also have housekeeping tasks at their place of business (e.g., in an assembly plant with workers of both sexes, the females make the coffee)?
- Is tokenism apparent, an occasional reference to women or men in non-traditional jobs, while the greatest proportion of the material remains job stereotyped (e.g., one female plumber, one black woman electrician)?
- Are men and women portrayed as having sex-linked personality traits that influence their working abilities (e.g., the brusque foreman, the female bookkeeper's loving attention to detail)?
- Are only females shown as passive and inept?
- Are only females shown as lacking in desire to assume responsibility? (e.g., She was delighted to have risen to be "head secretary.")
- Are only females shown as emotional? (e.g., The secretary cried easily and was very thin-skinned.)

- Are only females presented as gossips?
- Are only women shown as vain and especially concerned with their appearance?
- Are only females presented as fearful and in need of protection? (e.g., She wasn't able to work late and walk home at night.)
- Are only males shown as capable, aggressive and always in charge?
- Are only males shown as brave and relentlessly strong?
- Do only males consistently display self-control and restraint?
- Are opportunities overlooked to present a range of emotional traits for females and males?
- Are women and men assigned the traditional roles of males as breadwinner and female as caretaker of home and children?
- Is a woman's marital status stated when it is irrelevant and when the same information about the man is not available (e.g., Mr. Clark and Mrs. Brown were co-workers.)
- In a family where both adults work is it assumed that females are responsible for indoor housekeeping chores and males are responsible for outdoor lawn and car chores?
- If a couple work together in a business is it assumed that **she** will assist **him** (e.g., Mary does bookkeeping and secretarial chores while Dan decides policy and attends to any heavy work.)?
- Is information included about family relationships which is not relevant to the task (e.g., Jane Dawson, mother of four, is the new supervisor)?
- Has the writer overlooked opportunities to present equality in occupational or social roles?

OMISSIONS

- Does the text deal with the increasing movement of both men and women into non-traditional occupations?
- In historical and biographical references are women adequately acknowledged for their achievements?
- Are quotes and anecdotes from women in history and from important living women used as frequently as those from men?
- Is there acknowledgment of the limitations placed on women in the past (e.g., Women couldn't attach their names to literature, music, inventions, etc.)?
- Are women identified by their husbands' names (e.g., Mme. Pierre Curie, Mrs. F. D. Roosevelt)?
- When a historical sexist situation is cited, is it qualified when appropriate as past history no longer accepted?

PHYSICAL APPEARANCE

- Are females described in terms of their physical appearance, and men in terms of accomplishment or character?
- Is grooming advice focused only on females and presented as a factor in being hired (e.g., advice to secretaries – "proper girdles to firm buttocks")?
- Is a smiling face considered advisable only for a woman in many occupations?
- Are only men presented or described in terms of accomplishment or character rather than appearance?
- Are only men presented as rarely concerned with clothing and hairstyle?
- Are men shown as taller and more vigorous, women as smaller and more fragile?
- Are women presented as more adroit with a typewriter than a saw?
- Are men presented as dextrous and at ease with tools and machines and baffled when confronted with a filing cabinet?

AUDIO/VISUAL MATERIALS

- Are male voices used consistently to narrate audio material?
- Are female voices used only when dealing with traditionally female occupations, such as child care?
- Do illustrations of males outnumber those of females?
- Do the illustrations represent mainly young, attractive and preferred-body types both in composite pictures as well as in the body of the material?
- Is the text inconsistent with the illustrations (e.g., a sex-fair text illustrated with sexist graphics)?
- Are the illustrations stereotyped (e.g., male mechanics and female teacher aides)?
- Are women shown caring for the home and children while men earn the income?
- When children are illustrated in role rehearsal, are their behaviors and aspirations stereotyped?
- Are women and men commonly drawn in stereotyped body postures and sizes with females shown as consistently smaller, overshadowed, or shown as background figures?
- Does the artist use pastel colors and fuzzy line definition when illustrating females and strong colors and bold lines for males?
- Are women frequently illustrated as the cliché dumb broad or child-woman?
- Are graphs and charts biased, using stereotyped stick figures?
- Are genderless drawings used in order to avoid making a statement or to appear to be sex-fair?
- Are bosses, executives and leaders pictured as males?
- Is only an occasional token woman pictured as a leader or in a nonstereotyped role?
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Guidelines for the Creative Use of Biased Materials in a Non-Biased Way

TITLE PAGE

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GUIDELINES FOR THE CREATIVE USE OF BIASED MATERIALS IN A NON-BIASED WAY

A large percentage of the vocational education materials currently in use in schools and other institutions are sex-biased. That is, occupations and social roles have been defined and portrayed on the basis of sex. This bias considerably limits the scope of occupations presented to females and, to some extent, those presented to males.

Based on current and projected labor statistics and demographics, the traditional roles and occupations these materials present to women do not prepare them realistically for careers that will enable them to become self-sufficient adults, something our changing society is requiring from increasing numbers of women. And, by limiting roles and occupations on the basis of sex, many males are prevented from realizing their fullest potential. There are many undesirable ramifications of this situation for the individual and for society.

For economic reasons, and in some instances because of unavailability of non-biased materials, schools and other institutions will continue to use biased materials. The following guidelines are intended to aid vocational education teachers in recognizing and dealing with sex biases contained in these materials in such a way as to mitigate their effects. They will help prepare students more realistically for the future and aid more students in realizing their career potentials. The guidelines may also be used to help students explore their own biases, which are the result of their culture.

The guidelines were developed by Women on Words and Images from an analysis of vocational education materials conducted under a contract granted by the U.S. Office of Education, Bureau of Occupational and Adult Education. In addition to producing guidelines for the use of biased materials in a non-biased way, the purpose of this contract also was to create guidelines and a check list for sex-fair vocational education materials to be used by the publishers of these materials. The categories presented here: language, roles, personal traits, physical atributes, and illustrations which are contained in the examples used to illustrate them, were taken from the materials examined.

GUIDELINES FOR DEALING WITH LANGUAGE

- **Masculine generic forms**
  Point out the use of masculine generic terms; for example, mankind instead of humanity, manpower instead of human energy; manmade when referring to artificial or synthetic. Discuss this aspect of language with the students. Use the following questions to stimulate discussion:

  Do the female members of the class feel a part of the generic class labeled mankind?

  Why should generic male terms be used to indicate both males and females? If it is really meant to be inclusive, why not use a gender-free term such as humankind?

- **Masculine pronouns**
  Point out the use of masculine pronouns he, his, him where he or she, her or his, or him or her should be used. Raise the same questions as suggested above.

- **Gender nouns that denote occupations**
  Point out the use of masculine gender nouns that denote occupations; for example, businessman, middleman, fireman, policeman, salesman, foreman. Discuss these terms using questions similar to those above:

  Do female students feel excluded from occupational categories labeled businessman, salesman, foreman?

  Shouldn't we use common gender nouns such as firefighter, salesperson, or businessperson, which are non-biased and do not exclude people on the basis of sex?

- **Inconsistencies**
  Point out inconsistencies in language in the materials. This may be the result of good intentions, but reflects a lack of awareness, or in some cases, tokenism. For example, a text may begin with the statement, "Both men and women can be electricians," and then continue to refer to "the electrician . . . he." Other examples are the occasional use of she/he, but more frequently he is used; or the use of he/she with masculine occupational nouns such as policeman, fireman, etc.

- **Disparaging words**
  Point out disparaging words such as "cute secretary," "the girls in the front office," "the attractive nurse." Raise the following questions:

  Are adjectives such as cute, attractive, or beautiful, appropriate for the occupations?

  What are the students' reactions to the use of girl instead of woman?

What are the students' reactions to the use of boy in place of man? What does the phrase "the boys in the office" connote? Contrast these reactions to "the men in the office."

Are the reactions to girl and woman different from boy and man? Do they have different connotations?

Who might use the phrase "the girls in the office" or "the boys in the office?" Does who is using the phrase make a difference?

Should this kind of language be used in vocational education materials? Why?

- **Avoidance of reference to gender**

Point out instances where any reference to gender has been avoided in relation to occupations and roles; for example, "the electrician will . . .", "the plumber does . . ." While this avoids stereotypical language it is ineffective in increasing the career options presented for males and females and leaves us with the old mental images. Pointing out that gender-free terms include both males and females will help break down these stereotyped images.

Discuss the cumulative effect of biased language:

What effect does the constant use of sex-biased language have on students?

How does it help shape their self-concept?

Are males and females conditioned to think differently about themselves as a result of the cumulative effect of sex-biased language in these materials as well as elsewhere?

GUIDELINES FOR DEALING WITH ROLES

- **Stereotypical occupational roles**

Call attention to stereotypical occupational roles. For example, are only males addressed when the materials discuss plumbers, machinists, welders, electricians, bricklayers, etc.? Are only females addressed when the materials discuss nurses, secretaries, beauticians? Discuss these occupational roles with the students. Use the following questions to stimulate the discussion:

Is there anything required, physically or mentally, by the occupation which could not be done effectively by either sex?

Are there currently members of both sexes in this occupation? For example, there are female telephone lineworkers, welders, plumbers, etc. Why aren't these shown in all materials dealing with these occupations?

How do the students feel about male nurses, female doctors, male secretaries, female welders, etc.? Point out that the biases they may have to these non-traditional occupational roles reflect cultural stereotypes about the sexes.

Are men seen as less masculine and women as less feminine if they choose non-traditional roles? What is masculinity? What is femininity? What does sexuality have to do with occupational roles?

- **Inconsistencies in presenting occupational roles**
  Point out and discuss any inconsistencies in the presentation of occupational roles. For example, are both male and female assembly line workers shown and only male plant supervisors? Are male secretaries shown but not female executives?

- **Leadership roles**
  Are only males shown in leadership roles? For example, are the presidents, vice presidents, and owners of businesses always male? Are police captains, shop supervisors, and office managers always male? The following questions can be used to facilitate a discussion:

  Could women, with equal training and experience, do the job just as effectively?

  Do the materials being used reflect what exists in society? If they do, should this situation continue to exist? Why? Are individuals or society losing anything from this?

- **Tokenism**
  Point out any tokenism in the material being used. Does the material only occasionally present a non-traditional occupation for either males or females? For example, does a text on the building trades present just a few occupational roles for women? Does a text dealing with the paramedical profession present only a few roles for men? Or does the material present men and women in all roles working earnestly and equally side by side?

- **Social roles**
  Are vocational choices tied to social roles? Are only women told to choose occupations that will allow them time off, and flexible schedules to accommodate raising a family? The option to do this should be presented to both sexes as a matter of choice, not prescription. Are secondary roles attributed to wives? For example, "the shopowner's wife can keep the books and do the secretarial chores." Are females portrayed as possessions and dependents? For example, "after the children have grown many husbands allow their wives to go back to

work," or "most married women do not need full-time jobs." Are only two-parent nuclear families shown, with father as wage earner and mother as homemaker? The area of social roles is probably the most difficult one to deal with. Most students have spent their lives in a stereotypical environment and have read many biased textbooks. Many of them do not have the confidence or inner resources to explore options on their own. The following questions explore stereotypical social roles in some biased materials, and will help students deal with their own cultural biases:

Given the fact that 90% of the women in the U.S. work for some portion of their lives, and the number of women in the labor force is increasing every year, shouldn't women prepare for careers in which they will find satisfaction and not ones that only allow them a flexible schedule?

Shouldn't men also be given the option of having more time to spend raising their children?

Should the total or major responsibility for the financial support of the family always be placed on the father?

Should women have to choose between having a career or being mothers? Does our society ask this of men? Why? Why does it seem that women know more about raising children than men? Could men develop this ability also? Would knowing this destroy their masculinity?

If a woman chooses both to have a family and a career, is she less likely to be a good mother? Is it possible for her to do both well? What ingredients are necessary for her to be able to do both well?

If a man chooses a less time-consuming job, or chooses to be the parent who takes time out of a career to be at home with the children, is he less masculine?

Should women prepare themselves to be financially independent? What is the best way to do this?

Should a husband have the right to allow or not allow his wife to return to work if she has taken time out of her career to be at home? Why?

Should the job of homemaker be relegated by one spouse to another, or should the needs of both people be taken into account?

What happens to a person when potential, ambition, and desire for a vocation are thwarted?

GUIDELINES FOR DEALING WITH THE PORTRAYAL OF PERSONAL TRAITS

- **Personal traits**

Point out instances where personal traits are sex-linked. For example, are the traits of independence, decisiveness, persistence, inventiveness, or creativity, expected more often of men than women? Are men portrayed as having these characteristics more often than women? Are women shown as being more vain and emotional, and less assertive and competent than men? Point out that the capacities for these qualities exist in both males and females, and that there is a need to develop positive traits in both sexes. Make a list of positive job-related traits. Ask the following questions:

> Do the students see some of these as desirable only for males or only for females? Why?
>
> Have males and females been socialized differently?
>
> Should these traits be encouraged in all human beings?

- **Physical attributes**

Is unnecessary reference made to physical attributes, such as, the "attractive" secretary or the "good looking" vice president? If the attributes are not job-related, there is no need to mention them. Students should be made aware of these when they are sexist.

GUIDELINES FOR DEALING WITH SEX-BIASED ILLUSTRATIONS

The illustrations in vocational education materials reinforce the images presented in the text. Teachers should be aware of biases, some of them subtle but potent, that exist in many illustrations. These should be pointed out to students. They can be a concrete base from which to discuss the biases in the materials. The following are particular areas of concern.

- **Omissions**

Have either males or females been omitted from traditionally sex-stereotyped occupations? For example, the text may state that nursing is an occupation both men and women should consider as a career, but show only women in the graphics. Or a text dealing with the building trades may state that women can be electricians, plumbers, welders, etc., but show only males in these roles in the graphics. The people in these illustrations are usually shown performing the duties of a particular occupation. This is a good place to ask:

> Why couldn't members of either sex do that job?

What is required physically of the person doing the job?

Since males and females come in different sizes and shapes and have varying amounts of physical strength and energy, isn't it possible there would be both males and females capable of performing jobs that require physical strength?

Do students feel that males don't have the capacities to perform traditionally female occupations, and females don't possess the ability to perform traditionally male occupations; or is it because society has said that these are unattractive or unacceptable occupational roles for males or females?

Do the students think a woman welder or electrician is less feminine than a woman salesperson or beautician? Why? You may again wish to discuss the meaning of feminity.

Do the students think a male nurse, hairdresser, or elementary school teacher is less masculine than a male truck driver? Why? You may want to have the students define masculinity again.

Should occupations be determined on the basis of sexuality or on the basis of ability, interest and desire?

- **Subordinate roles**
  Are women only shown in secondary roles in the materials? For example, are executives always male and secretaries always female; is the store owner always male and the sales help female; is the job supervisor always male, etc.? Should the reverse situations be shown? Why?

- **Tokenism**
  Are women and men only occasionally illustrated in non-traditional occupations? For example, one black female doctor in an illustration of a group of doctors, or one male telephone operator in a whole line of female operators. This illustrates compliance or an attempt but is not a wholehearted effort to eliminate sex bias.

- **Physical portrayal**
  Are females illustrated as curvaceous, beauty queen types, and males as tall, handsome, and perfectly proportioned, instead of an array of sizes, shapes, and physical attributes that depict the population realistically?

OTHER SUGGESTIONS FOR ELIMINATING SEX BIASES IN VOCATIONAL EDUCATION

- Invite people employed in non-traditional occupations to speak to students.
- Use audio-visual and other supplementary materials that are non-biased.
- Avoid new purchases of biased materials. Some publishing companies have attempted to eliminate sex biases from materials, and some materials are more bias-free than others.
- As a teacher, be aware of the myths and realities that surround the issue and point these out to students.
- Present students with an actual picture of the work world and prepare them realistically for the changes that are occurring. Some techniques that can be employed to prepare students for these changes are:

  Discussion of the sex biases that exist in the culture, including their sources and how they are perpetuated.

  Use of case studies dealing with the problem.

  Use of role playing to get students involved at a personal level.

  Use of curriculum intended to eliminate sex biases.
- Have students develop a plan of their ideal career choice, based on the occupational requirements and their aptitudes. Have them include obstacles and difficulties they would have to overcome. Have them indicate in their plan how they would surpass the obstacles. Use this an an opportunity to support non-traditional vocational options.